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Character  Competence  Service
Introduction
Luke 6:40 (NIV): “A student is not above his teacher, but everyone who is fully trained will be like his teacher.”

For centuries, mankind has recognized the special value of some type of “apprenticeship” experience in the development of those who are to perform professional service. Student teaching serves that function in the education profession.

Purpose of Student Teaching
The gap between the learning of educational theory in the college classroom and its applications in the elementary and secondary classroom makes an extended, practical learning experience imperative.

The student teacher should accomplish the following objectives during the student teaching experience:

1. Become acquainted with the school plant, personnel, and class members.
2. Dress for teaching within the guidelines of the school and college.
3. Learn to properly use the audio-visual equipment, materials, supplies, and procedures in the classroom.
4. Attend all professional meetings that the supervising teacher is expected to attend. (This includes staff meetings, various committee meetings, and parent-teacher meetings.)
5. Understand the purpose and value of parent conferences and participate in those scheduled during the student teaching experience.
6. Observe master teaching in specific teaching situations.
7. Refine the use of teaching techniques in the classroom.
8. Model and eventually become a master teacher.
9. Understand and appreciate the functions of the educational specialists, such as guidance counselors, speech therapists, reading specialists, and classroom assistants.
10. Handle the duties that are a part of the teacher’s responsibility, such as recess duty, hall duty, care of records, and preparation of attractive room arrangements and bulletin boards.

Participation in Student Teaching
Success in this learning process is dependent upon the harmony that prevails among the student teacher, supervising teacher, principal, and college supervisor.
The Student Teacher

The student teacher is a teacher in every sense of the word, not just a college student. The student teacher

1. Is under the direction of both the supervising teacher and the college supervisor and does the work according to given directions.

2. Abides by the rules and regulations of the school, especially as they pertain to teachers, including punctuality.

3. Exhibits conduct and dress at all times that is in keeping with school rules and the teaching profession.

4. Has a positive attitude toward conference meetings, school programs, arriving early before school, working after school, and other matters.

5. Notifies both the supervising teacher and the college supervisor as soon as possible, most certainly before school begins that day, if illness prevents school attendance. (Candidates are allowed one excused absence for illness without having to make up the day. Absence for any other reason is unacceptable unless permission is received in advance from the college supervisor and classroom supervisor.)

6. Provides the supervising teacher with lesson plans before school begins if absent from school.

7. Prepares detailed lesson plans according to the standards of Grace College.

8. Provides the college supervisor with a detailed schedule of the lessons to be taught for the following week no later than 5:00 PM the preceding Saturday.

9. Participates in all meetings of the school faculty and department and in any routine duties expected by the school, as well as routine extra-curricular activities to which the supervising teacher is assigned.

10. Follows the calendar of the school in which the student teaching takes place.

11. Keeps accurate records and maintains the confidentiality of any records associated with the students.

12. Studies progress reports on his/her own performance as a teacher, accepts constructive criticism from the supervising teacher and college supervisor, and displays a sincere interest in improving teaching techniques.

13. Shares in the management of the classroom and assumes full responsibility when appropriate.

14. Becomes aware of first aid procedures, evacuation drills, and the health problems of the students under his/her jurisdiction.

15. Reduces non-student teaching activities to a minimum. Certain college departments have requirements leading to graduation that require the student teacher’s participation. The student teacher may maintain responsibility for these activities, but the primary commitment shall be to student teaching. Every effort shall be made by the student teacher, the supervising teacher, and the college supervisor to develop an appreciation of and appropriate schedule for both activities.

16. Summarizes student teaching experiences daily in not less than a half page, in journal form, and turns in the journal to the college supervisor at the end of each week by 5:00 PM on Saturday.

17. Refrains from discussing teachers, principals, students, and sensitive school issues outside the school setting.
The Supervising Teacher
The supervising teacher has complete control over the classroom, its organization, and management and

1. Provides an atmosphere in which the student teacher is free to learn.
2. Maintains ultimate responsibility for the activities of the class and all matters relating to it.
3. Demonstrates before the student teacher excellent teaching strategies and methods.
4. Permits the student teacher to participate in the actual teaching of the classes according to the suggested time schedule included, observes the student teacher regularly, and gives frequent feedback. (As the student teacher gains competence and confidence, the supervisor may feel free to leave the classroom more frequently.)
5. Checks the student teacher’s prepared lesson plans, directs the growth of the student teacher through frequent conferences, and formally evaluates the student teacher midway through the student teaching experience and at its conclusion.
6. Returns the final evaluation to the college as soon as possible after the completion of the student teacher’s term. These evaluations should be discussed with the student teacher.
7. Assists in the arrangements for observations of other classrooms. (Candidates are required to keep a written record of these observations.)
8. **Alerts the college supervisor as soon as any serious concerns about the student teacher arise.**

The Principal
The principal should have the same relationship to the student teacher as to other teachers and should do the following:

1. Recommend to the college and/or central office those teachers in the school who are qualified to serve as supervising teachers.
2. Orient the college supervisor to any special policies and conditions in that particular school.
3. Give any directions and suggestions to the student teacher that seem advisable.
4. Visit the classroom and hold conferences with any participants in the student teaching program as deemed mutually advantageous.
5. Use the student teacher as a substitute only if the candidate teaches in the assigned classroom under the principal’s direct supervision.

The College Supervisor
The college supervisor, as the representative of the college, is responsible to do the following:

1. Visit the classroom a number of times and try to confer with the student teacher and supervising teacher after each visit.
2. Evaluate the work of the student teacher through personal observations and through evaluations made by the supervising teacher.

Any problem arising in the student teaching experience should be solved in such a way as to be mutually agreeable to both the supervising teacher and the college supervisor.
Procedures in Student Teaching

Introductory Procedures

The college approves the student teaching assignments with the proper school officials. This handbook for student teaching is provided for the student teacher and the supervising teacher.

All student teachers report to their assigned school on the first day that school opens for the fall semester or (preferably) the first teacher day. (Spring student teachers spend the first few days of the fall semester in the assigned classroom before classes start at Grace and then normally begin the actual placement the first day back after Christmas break.) The student teacher is under the guidance of the supervising teacher, who acquaints the candidate with the building, facilities, procedures, policies, and other school personnel. The student teacher should be introduced to the students as a teacher.

Initiation into actual teaching is a gradual process. The student teacher may be given some responsibilities at the very beginning to help them become a part of the team. This may include making seating charts, bringing special materials to the class, or sharing special talents or experiences. A place in the room should be provided for the student teacher to use during the student teaching placement.

At the beginning it would be well for the supervising teacher to plan in a general way what is to be accomplished during the term of student teaching. This should include a general schedule of the classes and activities for which the student teacher will have responsibility each week of the student teaching experience. Together the supervisor and student teacher can look forward to these new experiences and set up worthwhile goals.

The student teacher should know what the responsibilities are regarding discipline and become acquainted very early with the policies of the school and classroom in this area.

Student teaching is a full-time responsibility. Since this experience is so important to the candidate, no other significant time/energy-demanding activities will be permitted to infringe upon this time.

Observation

It is recommended that the student teacher begin this program by observing how the supervising teacher conducts the class. Little teaching should be done by the student teacher the first few days, but working with individuals and small groups is recommended. During this time the supervising teacher may wish to point out to the student teacher procedures and techniques that are used and the reasons for them.

Participation

Grace College, in cooperation with participating school systems, has adopted a co-teaching model for the student teaching experience. For the first several days, the student teacher serves as co-teacher as the supervising teacher plans and conducts the lessons. During the next weeks, it is suggested that subjects or periods be given over to the student teacher to teach, beginning with one or two subjects/classes and then adding subjects or periods on a regular basis until the student teacher has the full responsibility of planning and presenting all of the lessons. During this time of the student teacher assuming the responsibilities of being the lead teacher, the supervising teacher still serves as a co-teacher with the student teacher. After a period of the student teacher having full-time responsibilities, the supervising teacher then gradually “takes back” subjects/periods while the student teacher maintains co-teaching responsibilities. (See the suggested time schedule following.)

The supervising teacher will want to locate away from the front of the room while the student teacher has charge. This will give the student teacher the necessary sense of classroom responsibility and opportunity to demonstrate adequate ability to personally direct the learning experiences. It will also help the students to view the student teacher as the actual teacher.

The supervising teacher may want to leave the room for brief periods of time at the early stages when the student teacher has charge of the class. Gradually, the supervising teacher may leave the classroom for longer periods—whatever length of time seems appropriate.

If the student teacher needs correction while in charge of the class because of a serious error or omission, the supervising teacher should offer a suggestion or clarify an explanation as inconspicuously and briefly as possible. This practice of direct interruption of the instruction should be kept to a minimum. Using the time between lessons or the conference period, instead, for suggestions and corrections is strongly recommended.
The supervising teacher should keep the student teacher active and involved in the daily classroom routines while not actually teaching. Many things can be profitably done by the student teacher during such periods of time. Some of these are as follows:

1. Discuss standards for grading with the supervising teacher.
2. Learn the availability of supplemental materials, including those from professional organizations.
3. Become acquainted with library resources.
4. Learn to use copiers, audio-visual aids, and other technology.
5. Study student records from an analytical point of view.
6. Give assistance to students with special problems or needs.
7. Prepare supplemental activities, games, or materials.
8. Grade papers.
9. Collect a file of ideas and materials used in the classroom.
10. Work with groups of students.

Classroom Teaching
In a semester-long placement, the student teacher should be the lead teacher for all subjects by the fifth or sixth week. In a shorter placement, this full-time experience will come sooner. At the supervising teacher’s discretion, this may occur either earlier or later. (Please confer with the college supervisor for any major deviation from the recommendation.)

When student teachers finally assume full-time responsibilities, they should be allowed to learn both the positives and negatives and not be afraid of making and learning from mistakes. This is a learning process.
## Time Schedule

**suggested for full-semester student teachers**

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Part of Day Spent in Teaching*</th>
<th>Part of Day Spent observing and co-teaching</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td>All</td>
<td>Become acquainted with the school, class, and students</td>
</tr>
<tr>
<td>2</td>
<td>1/6</td>
<td>5/6</td>
<td>Continue to observe and co-teach classes and teach one or two subjects/periods</td>
</tr>
<tr>
<td>3</td>
<td>1/3</td>
<td>2/3</td>
<td>Add at least one additional subject or period during each of the subsequent weeks (3-5)</td>
</tr>
<tr>
<td>4</td>
<td>1/2</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/3</td>
<td>1/3</td>
<td></td>
</tr>
<tr>
<td>6-12</td>
<td>Varies</td>
<td>Varies</td>
<td>Serves as lead teacher some of the time</td>
</tr>
<tr>
<td>13</td>
<td>2/3</td>
<td>1/3</td>
<td>Phase out of teaching and spend time observing the supervising teacher and other classrooms</td>
</tr>
<tr>
<td>14</td>
<td>1/2</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Some</td>
<td>Some</td>
<td></td>
</tr>
</tbody>
</table>

* This schedule will vary when affected by holidays, teacher conferences, vacations, and other interruptions. Please contact the college supervisor if the schedule needs to be altered significantly. It will also be different for placements shorter than a full semester. The full-time portion will need to come sooner and be correspondingly shorter.

* These fractions of the day are approximate and will vary depending on the number of classes/periods taught in the school day.

### Conferences

Conferences may be held at any time and include any of the interested participants. However, a regular conference pattern should include the supervising teacher and the student teacher. These may be weekly or daily (preferable). Evaluation of student teaching experiences and planning of future activities should be done in these conferences. This is a continual process that should extend throughout the student teaching experience.
Policy on the Evaluation of Student Teachers

Helping the candidate to be an effective self-evaluator should be a goal of the supervising teacher and college supervisor. Frequent informal evaluations should take place in conferences. Following the completion of student teaching, student teachers have placed in their files two or more completed student teacher evaluation forms, and a letter grade is submitted to the Registrar for posting on the candidate’s official transcript. The evaluation forms are completed by the candidate’s classroom and college supervisors. Some candidates will have more than one classroom or college supervisor, resulting in multiple evaluations.

Even though student teachers are evaluated in one form or another many times, the formal evaluations using the official forms occur two times—two or three weeks after student teaching placement begins with a hard-copy blue form and then at the end with a digital form.

Initial Evaluation

Each supervising teacher is to complete the evaluation form and review it with the student teacher by the end of the third week of student teaching. The evaluation form is then given to the candidate to deliver to the college supervisor.

Mid-Term Evaluation

1. It is recommended that a copy of the final evaluation form be filled out at this midway point to give the student teacher feedback regarding their progress toward hitting the “target” and “exemplary” categories on the form. The mid-term evaluation should be in the form of a conference discussion based on how the student teacher is doing in reference to these items to be assessed on the final evaluation.

2. Whether or not this mid-term evaluation is discussed in detail by the supervising teacher with the college supervisor depends upon the amount of interaction that has taken place up to that point and the issues noted in the evaluation.

Final Evaluation

1. The supervising teacher completes the final evaluation form and submits it digitally to the School of Education immediately at the end of student teaching. It includes a recommended final grade, which is used to help determine the student teacher’s final grade. The supervising teacher is encouraged to share this evaluation with the student teacher.

2. The college supervisor fills out a separate final evaluation and may give a verbal summary to the student teacher if requested. The college supervisor also submits a grade for student teaching on the final evaluation. This grade is used to help determine a final grade for student teaching, which is then submitted to the Registrar.

The initial and mid-term conference evaluations are used solely for improving student performance; they are not kept as a permanent record. The final evaluation does provide a permanent record and is placed in a credential file for copying and sending to prospective employers. A grade of B- or better in student teaching is required to be recommended for licensure. A candidate who does not attain a B- or better will be required to repeat student teaching in order to obtain a license.
**Principles Relating to Classroom Control**

A quiet classroom does not necessarily ensure learning, although much noise without educational purpose becomes the source of discipline problems. Effective learning cannot take place in an atmosphere of confusion.

Following are some important considerations regarding classroom control:

1. The approach should be positive rather than negative. Discipline should be for correction, not for punishment.
2. Students may be allowed to help determine favorable conditions and standards for them to maintain.
3. Good citizenship in the classroom and in later life is a goal of good classroom discipline.
4. The worth of the individual person must be protected.
5. Variety and skill in seating arrangements will have value in good classroom control.
6. Recognition of good behavior and cooperation is valuable.
7. Elimination, or reduction to a minimum, of conditions that may increase behavioral problems is essential.
8. Students who are busy with activities of interest and concern do not usually become discipline problems.
9. The use of many instructional aids and a variety of teaching procedures are valuable in reducing discipline concerns.
10. Viewing disciplinary problems objectively, rather than as acts of aggression toward the teacher, is difficult but imperative.
11. Establishment of orderly procedures for routine activities aids in classroom efficiency and control.
12. Development of the ideas of “fair play” and “cooperation in group activities” is a good way to develop good citizens.
13. Assistance in helping students understand causes for their own behavioral problems is usually needed.
14. Punishment of the group for misbehavior of a few is generally not proper.
15. Encouraging students to discipline themselves, so that you don’t have to, is wise.

**Pitfalls in Student Teaching**

There are several things that may minimize the effectiveness of a student teacher. The student teacher must be especially aware of and avoid the following:

1. Starting the lesson before securing the attention of each member of the class.
2. Allowing insufficient wait-time after questioning.
3. Failing to note areas of physical or emotional discomfort in the classroom setting.
4. Failing to develop a “class-sense” or talking to one student while the rest of the class simply “coasts along” for a while.
5. Allowing your own idiosyncrasies and mannerisms to become points of distraction.
7. Taking misbehavior as a personal affront.
8. Calling on only the students who raise their hands.
9. Sitting or failing to change locations while teaching.
10. Permitting materials such as displays or bulletin boards to be kept up too long.
11. Using poor penmanship, grammar, and speech patterns.
12. Having too many outside responsibilities and demands on time and energy.
13. Failing to plan carefully or thoroughly.
14. Being a “friend” rather than a role model.
15. Ignoring significant behavioral problems rather than dealing with them.
16. Failing to get enough rest and nutrition for the demands of the job.
17. Falling behind in grading and other paperwork.
18. Failing to spend enough time at school before and after class.

A Summary of Information
The following are guidelines that apply to the student teaching experience. They are very important to the success of the student teaching program.

The student teacher:

1. Provides the college supervisor with a detailed copy of the teaching schedule for each upcoming week. This schedule is to be sent via email by 5:00 Saturday, along with the journal for the previous week.
2. Calls the supervising teacher and college supervisor immediately in the event of an absence for illness and informs the college supervisor of days when the school is not in session or when other activities, such as parent-teacher conferences or school programs, are scheduled.
3. Notifies the college supervisor of any major changes in the weekly teaching schedule.
4. Provides a lesson plan for the college supervisor when being observed and an inconspicuous place for the supervisor to sit. Also provides a folder with previous lesson plans, the student teacher’s up-to-date attendance sheet, handouts for the lesson being observed, a seating chart for that class, and a copy of the text (if appropriate).
5. Turns in with the final journal a written record of observations of other classrooms made during student teaching.

Prospects for the Future
In this handbook routine patterns in student teaching, procedures in teaching, and a discussion of the many problems that may appear have been presented.

Many suggestions and ideas that will be of value both to the supervising teacher and the student teacher are included. It is hoped that these will be of practical use in the classroom.

Not all areas can be anticipated beforehand. One builds a reserve of experiences to draw upon, molds this with creative intelligence, and applies these experiences to new situations. It is through this process that growth and increased effectiveness are obtained.

This handbook does not contain all the answers to student teaching questions. However, if it adds clarity and inspiration to the total concept of student teaching, it will have achieved a worthwhile purpose. (At the end of the student teaching experience, you will be asked to evaluate its effectiveness. Thank you for doing so.)
Summary of Updated InTASC Core Teaching Standards

The Learner and Learning
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.